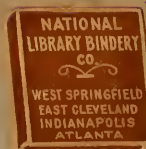





HOWARD COLLEGE  
LIBRARY











Digitized by the Internet Archive  
in 2010 with funding from  
Lyrasis Members and Sloan Foundation

SIXTY-FOURTH

Catalogue and Register

— OF —

HOWARD COLLEGE

EAST LAKE STATION  
BIRMINGHAM, ALABAMA

FOR THE ACADEMIC YEAR 1905-06, WITH  
ANNOUNCEMENTS FOR 1906-07



PUBLISHED QUARTERLY

— BY —

HOWARD COLLEGE



## CALENDAR FOR 1906-1907.

---

First Term begins.....Wednesday, September 19, 1906  
Christmas Holidays.....From December 21, 1906, to January 2, 1907  
First Term ends.....January 31, 1907  
Second Term begins.....February 1, 1907  
Anniversary of Philomathic Society.....February 23, 1907  
Anniversary of Franklin Society.....April 20, 1907  
Commencement.....May 26-29, 1907



## BOARD OF TRUSTEES.

---

REV. A. C. DAVIDSON, D.D., President.....Birmingham, Ala.

### FIRST DIVISION — *Term Expires 1907.*

CAPTAIN A. W. BELL.....Anniston, Ala.  
REV. W. J. E. COX, D.D.....Mobile, Ala.  
REV. L. O. DAWSON, D.D.....Tuskaloosa, Ala.  
J. H. EUBANK.....Ensley, Ala.  
HON. S. L. FULLER.....Cullman, Ala.  
J. W. MINOR.....Ensley, Ala.  
REV. J. L. THOMPSON, D.D.....Furman, Ala.  
REV. M. B. WHARTON, D.D.....Eufaula, Ala.

### SECOND DIVISION — *Term Expires 1909.*

E. H. CABANISS.....Birmingham, Ala.  
J. S. CARROLL.....Troy, Ala.  
REV. W. G. CURRY, D.D.....New Decatur, Ala.  
C. S. RABB.....Evergreen, Ala.  
P. C. RATLIFF.....Birmingham, Ala.  
PROF. A. D. SMITH.....Birmingham, Ala.  
HON. J. P. STILES.....Birmingham, Ala.

### THIRD DIVISION — *Term Expires 1911.*

J. T. ASHCRAFT.....Florence, Ala.  
REV. A. C. DAVIDSON, D.D.....Birmingham, Ala.  
CAPTAIN JOHN T. DAVIS.....Columbia, Ala.  
J. B. ELLIS.....Selma, Ala.  
D. L. LEWIS.....Sycamore, Ala.  
REV. J. G. LOWREY.....Pine Hill, Ala.  
DR. W. P. McADORY.....Birmingham, Ala.  
CAPTAIN H. C. REYNOLDS.....Montevallo, Ala.

---

### ALUMNI TRUSTEES:

J. S. COLLINS, Birmingham, Ala.,  
*Term expires 1906.*

PRESIDENT H. J. WILLINGHAM, Wetumpka, Ala.,  
*Term expires 1909.*

## SOCIETY OF ALUMNI.

---

### OFFICERS.

HON. J. F. THOMPSON, President.....	Centreville, Ala.
J. H. RAINER, JR., Vice-President.....	Union Springs, Ala.
PROF. E. P. HOGAN, Secretary.....	Howard College.
PROF. S. J. ANSLEY, Treasurer.....	East Lake, Ala.

### EXECUTIVE COMMITTEE.

DR. J. D. HEACOCK, Chairman.....	Birmingham, Ala.
REV. J. M. McCORD.....	East Lake, Ala.
REV. J. W. STEWART.....	Evergreen, Ala.
RAY RUSHTON.....	Montgomery, Ala.
REV. JOHN F. GABLE.....	Bessemer, Ala.

And the officers of the Society.

All former students of good standing are eligible to membership, and they may become members by the payment of the annual dues (\$1.00), which should be sent to

PROF. E. P. HOGAN, *Secretary*,

East Lake Station,

Birmingham, Ala.

## FACULTY.

---

ANDREW PHILIP MONTAGUE, PH.D., LL.D.,  
President, and Lecturer on Literature and History.

ROBERT JUDSON WALDROP, A.M.,  
Professor Emeritus of Pure Mathematics.

EDGAR POE HOGAN, A.M.,  
Chairman of the Faculty and Professor of Chemistry and Biology.

EDWARD BRAND, A.M., M.S.,  
Professor of Mathematics and Physics.

ALLEN J. MOON, A.M.,  
Professor of Greek and Latin.

\*GUS W. CUNNINGHAM, A.M.,  
Professor of English, and Mental and Moral Sciences.

JOHN C. DAWSON, A.B.,  
Professor of Modern Languages.

REV. J. A. HENDRICKS, A.M.,  
Acting Professor of English and Mental and Moral Sciences,  
and Instructor in the Bible.

J. W. VARDAMAN, A.B.,  
Principal of the Academy.

DAVIS F. STAKELY, A.B., LL.B.,  
Instructor in Business Methods and Latin.

ALBERT L. SMITH, A.B.,  
Instructor in Mathematics.

C. C. JONES, M.D.,  
College Physician.

---

\*On leave of absence at Cornell University.

## COMMITTEES OF THE FACULTY.

---

On Athletics:

PROFESSOR DAWSON AND MR. VARDAMAN AND  
MR. STAKELY.

On the Catalogue:

PROFESSORS MOON AND BRAND AND MR. VARDAMAN.

On the Library:

PROFESSORS HENDRICKS, HOGAN AND MOON.

On Publications:

THE PRESIDENT, CHAIRMAN OF THE FACULTY, AND THE  
SECRETARY OF THE FACULTY.

On Schedule:

PROFESSORS BRAND AND DAWSON, AND MR. SMITH.

On Senior and Graduate Studies:

PROFESSORS BRAND, DAWSON AND HENDRICKS.

On Student Organization:

PROFESSORS HOGAN AND MOON, AND MR. STAKELY.

---

COLONEL E. P. HOGAN,

Commandant.

EDWARD BRAND,

Purchasing Agent.

A. J. MOON,

Treasurer of the Faculty.

J. W. VARDAMAN,

Secretary of the Faculty.

## ENDOWMENT.

---

The General Education Board offered the College \$25,000 for the erection and equipment of a Science Hall, on condition that the friends of the Institution raise by the 31st of December, 1906, \$75,000. This offer was accepted, and the canvass was begun on the 15th of August, 1905. The sum of \$75,000 has now (April, 1906) been raised in pledges; but to guard against possible losses, a surplus of \$10,000 must be secured.

The terms of donations are that the first payment be made in December, 1906, unless friends who give prefer to pay at once, and that the remaining pledges be redeemed during the four following years; and that the notes bear no interest.

Friends of Howard College are urged to help in this great work, upon the success of which the future of the School depends, and to help without delay. The raising of the surplus is a necessity, for we wish to make certain the payment of the \$75,000.

The Committee on the Endowment are: W. J. E. Cox, Mobile; D. L. Lewis, Sycamore; J. B. Ellis, Selma; H. C. Reynolds, Montevallo; J. H. Foster, Anniston; J. W. Minor, Ensley, and A. P. Montague, Birmingham. The treasurer of the fund is William A. Davis, of Anniston, to whom all money should be paid and all bonds should be sent. The Investment Committee of the College are: J. C. Bush, Mobile; J. B. Ellis, Selma; A. W. Bell, Anniston, and A. D. Smith, Birmingham.

## A BRIEF HISTORY OF HOWARD COLLEGE.

---

BY REV. JOHN R. SAMPEY, D.D., LL.D.,  
*Professor in the Southern Baptist Theological Seminary.*

---

In August, 1833, the Alabama Baptist State Convention, at a thinly attended meeting, resolved to found a school for the education of young ministers. It was deemed best to combine manual labor with mental cultivation. In 1834 a farm of three hundred and fifty-five acres, within a mile of Greensboro, was purchased for \$6,390, payment to be made in three annual installments. At a meeting of the State Convention in 1835 the agents reported that \$12,000 had been subscribed for the Manual Labor School. The Trustees of the institution announced to the Convention of 1836 the attendance of fifty students. By formal resolution the Convention declared that the chief aim in founding the school was "the improvement of the ministry of our denomination." The financial panic of 1837, together with internal disorder and dissensions in the Manual Labor School, so discouraged the State Convention that at an adjourned session in December, 1837, it ordered the sale of the property to meet an indebtedness of \$7,000. The balance of \$2,000 was appropriated to ministerial education.

In Rev. Thomas Chilton's admirable Report on Education, presented to the Alabama Baptist State Convention in 1849, may be found a brief history of the founding and early life of the Howard. We quote the first two paragraphs: "The incipient steps towards establishing Howard College were taken by the Alabama Baptist State Convention, at its regular annual meeting in Talladega, in November, 1841. At that time it was resolved to establish a college of a high character; a plan for its endowment was proposed; an agent was appointed; Marion,

Perry County, was selected as the location; a Board of thirteen Trustees was appointed to control said institution, to whom all subscriptions were to be made payable, and by whom, when they should become a corporate body, all property of the institution should be held."

In January, 1841, the school was opened, with Prof. S. S. Sherman, a graduate of Bowdoin College, and more recently a tutor in Tuskaloosa, as President and sole teacher. Nine small boys, meeting in a modest wooden building, formed the original student body over which the accomplished and wise young master presided. The number of students rose to thirty-one before June, 1842.

The Board of Trustees announced to the State Convention in 1842 that a charter for Howard College had been obtained, and proposed a plan for endowing a Professorship of Theology with \$20,000. The Convention approved the plan, and two years later the entire amount had been subscribed. During the session of 1842-3 Mr. Sherman was re-enforced by Prof. S. Lindsey and an assistant. Profs. A. A. Connella and Jesse Hartwell were added to the Faculty during the session of 1843-4.

In 1844, just as Rev. J. H. DeVotie was commencing a campaign for the further endowment of the Howard, the college building was destroyed by fire. Through the earnest efforts of the students, aided by the citizens, the library and the physical and astronomical apparatus were saved. New grounds were purchased for \$1,500, and a better building, erected at a cost of \$11,500, was ready for occupancy in 1846.

During the earlier years of its history Howard was not strictly a college, but only a preparatory school, advancing students through the Sophomore year. During the session of 1846-7 a Junior class was formed, and on the 27th of July, 1848, four young men were graduated with the degree of Bachelor of Arts, and three with that of Bachelor of Science.

During the session of 1847-8 there were only two theological students in the Howard. At the close of the session Dr. Jesse Hartwell resigned as Professor of Theology, and Rev. T. F. Curtis, of Tuskaloosa, was elected to the chair.



During the session of 1848-9 there were six ministerial students in the College, an increase which the Board noted with much satisfaction, and the total enrollment rose to one hundred and forty-five. There were now six regular instructors, besides a pupil who assisted in the teaching. President Sherman was building wisely, and the Baptist people were justly proud of their twin schools at Marion.

On the first of January, 1852, Professor Curtis, who had previously notified the Board of his purpose to resign, was succeeded by Rev. Henry Talbird, of Montgomery. Before the close of the session of 1851-2, Professor Sherman, who had presided over the fortunes of the College from its foundation, informed the Trustees of his intention to sever his connection with the school at the end of the session. Noah K. Davis, a gifted scholar and teacher, took Professor Sherman's chair of Natural Sciences, and Dr. Talbird was chosen as President, a position which he filled with great acceptance until the war interrupted the work of the College. Dr. Talbird then donned the uniform of a Confederate soldier and went to the front.

During the session of 1852-3 the total enrollment of the students was one hundred and forty-eight, of whom fourteen were in the Theological Department.

On the night of October 15th, 1854, the College building was burned to the ground. President Talbird had inspected the building, and all the students had retired for the night. About midnight the cry of "Fire!" was heard. Already the flames, which seem to have originated on the basement floor, were sweeping up the wooden stairways, cutting off all escape to the students on the upper floors. "The faithful janitor, Harry, a slave belonging to President Talbird, was the first to be aroused by the fire. He flew up the steps with lightning speed, through flame and smoke, and showed his devotion to the students by rushing to each door of the rooms occupied by the sleeping inmates, and apprised them of their peril. Coming frequently into contact with the flames, the heroic negro abated not his haste or determination to arouse the inmates of each room. When the circuit had been made, poor Harry sprang for his life from a high window and fell to the earth in an unconscious



condition, his clothes almost consumed by the fire, and hair and eyebrows burnt away. The faithful slave was soon a corpse — he had given his life for others.”—(Riley, *History of the Baptists of Alabama*.) The students of the Howard and members of the Alabama Baptist Convention united in erecting a monument in the cemetery at Marion to the heroic janitor.

Only one student lost his life through the fire, but two professors and about ten students were more or less seriously injured, most of them from having to jump to the ground from the upper floors.

The apparatus, cabinets and libraries in the building were a total loss. Howard College was left with a building lot, old notes on endowment estimated at \$40,000, and new subscriptions, obtained in the summer of 1854 by Rev. Z. G. Henderson, amounting to something over \$10,000. In this season of calamity the friends of the Howard rallied to its support. Marion led in the good work. Dr. J. T. Barron, a member of the first graduating class of the College, gave a better lot for the new buildings, and the citizens of Marion subscribed liberally for the erection of these buildings. Rev. J. H. DeVotie accepted the position of financial agent for the College, and within a year had raised \$40,000 for new buildings and additional endowment. Prof. Noah K. Davis drew the plans for the three new buildings, which, when completed, became the home of Howard College until its removal to East Lake in 1887.

In 1856 Rev. Washington Wilkes, one of the first graduates of the College, succeeded Rev. J. H. DeVotie as financial agent. Early in 1857 the Board of Trustees reported that the total endowment fund of Howard was \$95,528.21. The chapel and one of the dormitory buildings were then ready for occupancy. During 1857 Rev. Z. G. Henderson added to the permanent funds of the College \$48,000. In the report for 1857, the Board for the first time mentioned the name of Mr. Jere H. Brown, of Sumter County, who did so much for the Howard within the next three years. They tell us that Mr. Brown had promised to support six theological students. Within two years the number of ministerial students rose from

seven to twenty-one, of whom Mr. Brown was supporting twelve. Rev. W. S. Barton, the financial secretary for 1858, reported to the Board \$47,000 in conditional subscriptions. It was agreed that none of these subscriptions would be binding unless \$100,000 should be raised. During the session of 1858-9 there were twenty-four students for the ministry in Howard. Howard College has had only one Jere H. Brown. Blessings on his memory!

Early in the Civil War President Talbird became Colonel of the Forty-first Alabama Regiment. The attendance of students fell off until only two professors were retained in the College — A. B. Goodhue and D. G. Sherman. In 1862 General E. D. King, of Marion, died. Dr. B. F. Riley does not overstate the value of his services when he says: "It is not too much to say that the denomination of the State is more indebted to General E. D. King for the successful establishment and maintenance of its two schools than to any other."

In May, 1863, the Confederate authorities made application for the use of the Howard buildings for hospital purposes. The request was granted, and the exercises of the College were suspended until after the war. In 1865 the Federal soldiers occupied the buildings as a hospital. Against the earnest and repeated protest of the Trustees, one of the dormitories was appropriated to the use of the freed negroes. As was foreseen, this resulted in serious damage to the building. The property of the College was held under libel for confiscation by the United States Marshal, but was subsequently released.

In the fall of 1865 the College was opened for students, with a Faculty consisting of Profs. A. B. Goodhue, E. Q. Thornton, and Tutor D. P. Goodhue. Dr. Talbird declined to accept the office of President. Shortly after the meeting of the State Convention in November, 1865, Dr. J. L. M. Curry yielded to the entreaty of the Board, and became President of the Howard until the close of the session of 1867-8. He labored against untold difficulties arising from the impoverished condition of the people of Alabama. The crops of 1866 were almost a failure, so that he could do little to provide funds for the institution. In the face of the financial depres-

sion, the ladies of Marion spent nearly \$600 for repairs and improvements upon the buildings and grounds.

During the first three sessions after the war the attendance of students in the Howard was small. In 1867-8 there were only fifty names on the roll.

After Dr. Curry's resignation, Professor Thornton was made the administrative head of the school. His brief administration of one year was eminently successful in increasing the attendance, one hundred and fifteen names appearing on the roll. At the close of the session he gave up the presidency, retaining, however, his chair in the College. Rev. Samuel R. Freeman, who was graduated from the Howard in 1855, was elected President of the College in 1869. He met the highest expectation of his friends during the two years he held the place. The attendance rose in 1869-70 to one hundred and eighty-four. There was a considerable falling off the following year.

In the catalogue for 1869-70 appeared for the first time the name of Thomas J. Dill as Professor of Greek and Latin Literature. For more than a quarter of a century this great teacher gave to Howard College service of the first order. Hundreds of young men in a score of States revere his memory.

When Dr. Freeman gave up the presidency in 1871, retaining for a short time the position of Professor of Theology, the Trustees called Colonel J. T. Murfee, who was already known to the people of Alabama as an excellent organizer, disciplinarian and instructor, to become President of Howard College. For sixteen years he filled the office with great ability, and it was the wish of the alumni and other friends of the College that he should preside over its fortunes as long as his strength would allow. He resigned in 1887, when the Convention decided to remove the Howard from Marion to East Lake.

The first serious effort to endow Howard College after the war had its origin in connection with the Centennial of American Independence. The subject of endowment came before the Alabama Baptist State Convention in 1875, and it was agreed that the Centennial among Alabama Baptists should be celebrated by raising an endowment for Howard College. It was

suggested that it was practical to secure as much as one dollar from every Baptist in the State. A Central Centennial Committee, consisting of one member from each district association in the State, was appointed, and Rev. J. J. D. Renfroe, D.D., was chosen as general agent to superintend the movement. He went over the State making speeches in the interest of the College, and did much to advertise the school among the Baptists everywhere, but the plan was foredoomed to failure, as far as financial results were concerned. Wealthy Baptists were prompt to come forward with one dollar each, when they ought to have put hundreds and thousands into the endowment. The agent gave a year of self-sacrificing toil to the cause of education, and those who are familiar with the situation before and after 1876 think the year bore good fruit in many directions. But Howard had no endowment at the close of the Centennial campaign.

From 1876 to 1878 W. D. Fonville was Professor of Mathematics and Natural Philosophy. During the sessions of 1877-9 J. M. Dill taught Chemistry and Natural History. In the fall of 1876 Lewis T. Gwathmey came to teach Mathematics and Modern Languages. He was a teacher of the first rank and a Christian gentleman of exalted ideas. He was stricken with a fatal attack of fever in the summer of 1881. Colonel W. R. Boggs served as Professor of Chemistry, etc., from 1879 to 1881. Colonel A. F. Redd succeeded Professor Boggs in 1881, and Prof. A. D. Smith took the place of the lamented Gwathmey. The Faculty for the last six years at Marion consisted of J. T. Murfee, Thomas J. Dill, A. F. Reed and A. D. Smith, together with a teacher of the Preparatory Department.

The attendance of students in 1871-2 was one hundred and thirty-five. It fell to eighty-eight in 1879-80. The average attendance for the last sixteen years at Marion was one hundred and twelve.

In 1884 Howard College was sold, the property being bought in by certain friends of the school. This step was taken in order to settle forever the question of free tuition for persons holding ante-bellum certificates of scholarship.

The State Convention in Birmingham in 1886 tendered its thanks to Captain J. B. Lovelace and Dr. W. W. Wilkerson for their wisdom and generosity in securing the title to the College property and dedicating it to the Convention. Now that the Convention had a title to Howard College, unincumbered, it was deemed wise to proceed at once to raise an adequate endowment. Pledges amounting to \$6,600 were made by the members of the Convention in a few minutes, and the enthusiasm ran high. This was on Saturday afternoon, July 17th, 1886. On the following Monday night Dr. E. B. Teague introduced a resolution looking to the removal of Howard College to the neighborhood of Birmingham. After much earnest discussion on Tuesday morning the resolution inviting bids from land companies for the removal of the College was adopted. A committee of five was appointed to receive bids and report back to the next meeting of the Convention. Dr. G. A. Nunnally, appointed financial agent, raised in cash \$2,172.97 and in subscriptions for permanent endowment about \$14,000. Partly owing to the discussion of removal, the attendance at Howard fell off a little during the session of 1886-7, and there was a deficit of \$1,632.29 for the year.

At the State Convention in Union Springs in July, 1887, there was a spirited debate over the question of removing the Howard from Marion. Several bids were reported from land companies. It was finally decided that the College should be removed, and a prudential committee of thirteen was appointed to examine the various bids, with power to accept the bid which promised most for the future of the College. The subscription of the East Lake Company and others coöperating with them amounted to an estimated total of \$170,075, most of which consisted of donations of land at the inflated prices then prevailing in and around Birmingham. This bid was ultimately accepted by the prudential committee, and the College opened at East Lake in October, 1887.

Meantime the boom at Birmingham had collapsed, and men found it difficult to redeem their pledges in money. Moreover, but little had actually been subscribed apart from donations of land. It was with great difficulty that \$8,000 could



be got together to erect two temporary wooden buildings for the school by October 1st.

Professors Dill, Smith and Giles came with the books and fixtures to East Lake, and Professors Macon and Waldrop were added to the Faculty. Prof. Robert Frazer, LL.D., having declined the presidency, Dr. T. J. Dill was elected Chairman of the Faculty for the session of 1887-8. He discharged the duties of the office in a most creditable manner.

Prof. J. L. Johnson, LL.D., of the University of Mississippi, was elected by the Board in 1888 as President of the Howard, but he declined the call. Late in the summer of 1888 the position was tendered to Rev. B. F. Riley, who accepted, and at once went to work to secure students for the approaching session. The presence of yellow fever in the State greatly hindered the new President, so that the enrollment for the year was only one hundred and forty-three. Dr. Riley maintained a close supervision over the student body. He soon became known as a rigid disciplinarian and diligent canvassing agent. Early in 1889 Rev. D. I. Purser succeeded Dr. Shaffer as financial agent, and secured about \$32,000 in notes for the erection of a permanent building. During the summer of 1889 Mrs. Tartt, of Livingston, Mrs. Ethridge, of Avondale, and other ladies furnished new beds and bedding for the Howard dormitory. Dr. Riley and two of his colleagues went all over Alabama during the vacation, canvassing for students, and they had their reward in the increased attendance.

At Selma, in November, 1889, the Baptists of the entire State rallied nobly to the support of their College, pledging \$14,415.51 for the new buildings. The Convention of 1889 was remarkable for the restoration of harmony in the ranks of the denomination. The number of students during the session of 1889-90 was one hundred and seventy, and during the following session it rose to two hundred and six, a larger number than had ever before been matriculated at the Howard. The main building was completed in the spring of 1891.

In June, 1892, Howard College celebrated its semi-centennial, when addresses were delivered by Rev. J. B. Haw-

thorne, D.D., General George D. Johnston, Prof. D. G. Lyon and others. In the summer of 1893 Dr. Riley accepted a professorship in the University of Georgia. Rev. A. W. McGaha, an alumnus of the Howard, was chosen as President of the College. Dr. McGaha found the College deeply in debt, owing to the failure of many subscribers to meet their notes to the building fund.

During the session of 1893-4 one hundred and fifty-two students were enrolled, nineteen of whom were graduated in June, 1894. The College grounds were improved in appearance by the voluntary work of the students, who dug up trees and stumps, and made and graded walks through the campus. A gracious revival of religion swept through the College, under the preaching of Rev. L. O. Dawson and Rev. J. H. Foster, all the students in the barracks except one being converted.

In the summer of 1895 Prof. G. W. Macon accepted a call to Mercer University. Mr. S. J. Ansley was selected to assist Professor Dill in Latin and Greek. In June, 1896, Dr. McGaha declined re-election as President, and Prof. A. D. Smith was made Chairman of the Faculty for the year 1896-7. Drs. B. D. Gray and P. T. Hale and Rev. W. A. Hobson took the field in the interest of the Howard, and soon raised in cash \$8,000. But the debt of the College, allowing liberally for certain assets, was \$26,000.

Prof. A. D. Smith resigned his chair in Howard at the close of the session of 1896-7. Prof. F. M. Roof was made Chairman of the Faculty, and Edwin H. Foster was elected Professor of English. Edgar P. Hogan, a recent alumnus of the Howard, was chosen Professor of Natural Sciences, and he is now Chairman of the Faculty, and Commandant. In 1898 Prof. Edward Brand, a graduate of the State College of Kentucky, was added to the Faculty.

A committee, appointed by the State Convention in December, 1897, to ascertain the value of the land and buildings, reported that the buildings and fixtures were worth about \$30,000, and all the lands, originally put at over \$100,000, were now worth about \$8,105.20. If a purchaser could have

been found for the college property in 1897, the institution would not have been able to meet its indebtedness with the proceeds of the sale.

The Faculty of Howard College now came to the rescue and were successful in their management of affairs. The State Convention at Opelika in 1898 decided to come to the relief of the brave Faculty. Through the labors of a committee, consisting of B. D. Gray, A. C. Davidson, F. M. Roof and D. L. Lewis, the entire debt of Howard College was paid in full on the 14th day of July, 1899. D. L. Lewis, of Sycamore, Alabama, led all the givers, though others gave liberally. He also aided his colleagues of the committee in securing large contributions from men of means. It began to look as if the spirit of Jere H. Brown had come back to earth again.

Meantime President Roof and the Faculty conducted the discipline and instruction with great faithfulness and good success. In June, 1902, President Roof voluntarily retired from the presidency, after five years of good work. Rev. L. O. Dawson was elected President later on in the same month, but declined the office. At the State Convention in New Decatur, June, 1902, steps were taken to improve the charter of the College, and nearly \$2,000 were subscribed towards paying the salary of the incoming President.

In 1901 Allen J. Moon, a graduate of Howard College and some time student in the University of Virginia, was chosen Professor of Greek and Latin. In 1902 G. W. Cunningham, an alumnus of Furman University, was put in charge of English and Philosophy, and the next year John C. Dawson, who graduated from Georgetown College, was elected to the chair of Modern Languages. The year before M. B. Garrett, an A.M. of Howard College, was added to the teaching corps. Mr. Garrett having resigned in 1905, Mr. J. W. Vardaman, a graduate of the University of Alabama, was chosen Principal of the Academy, and Messrs. D. F. Stakely, an alumnus of Mercer University, and Mr. Albert Lee Smith, Howard, '05, were added to the Academy teaching force. In May, 1905, Prof. G. W. Cunningham, having been offered a scholarship in



Cornell University, was granted leave of absence and J. A. Hendricks, A.B., Howard College, and some time a special student in Columbia University, N. Y., was appointed Acting Professor of English and Philosophy.

Since the fall of 1902 A. P. Montague, LL.D., has presided over the fortunes of the Howard. The Trustees counted themselves happy to be able to secure the services of a trained and experienced educator, who had demonstrated in other States his ability to cope with difficult situations. Since Dr. Montague's connection with the Howard the grounds have been much improved in appearance, a substantial stone wall has been placed in front of the campus, additions have been made to the Faculty, the roll of students has been increased from one hundred and twenty to one hundred and eighty-one. Renfroe Hall, a commodious brick dormitory, has been erected and furnished at a cost of \$18,000, and the Baptists of the State have contributed nearly \$3,000 a year to current expenses. President Montague threw himself into the work of canvassing for students and raising money with such unremitting zeal that he seemed at one time about to break down his health. The friends of the College rejoice in his recovery, and stand ready to follow his leadership in promoting the interests of the Howard.

A substantial, tasteful and convenient brick building was erected in 1905, at a cost of \$10,000, with special reference to the immediate needs of the Library and the scientific departments of the College.

A gift of \$25,000 has been made by the General Education Board of New York on condition that \$75,000 in cash and good subscriptions be contributed by the friends of the Howard. The subscriptions already received amount to \$75,000.

## ORGANIZATION.

---

The College is composed of eight academic schools or departments, as follows :

- I. School of Latin Language and Literature.
- II. School of Greek Language and Literature.
- III. School of English and Elocution.
- IV. School of Modern Languages.
- V. School of Mathematics.
- VI. School of Natural Sciences.
- VII. School of Mental and Moral Sciences.
- VIII. Bible Study.

Instruction is also given in History.

The knowledge of English has weight in determining the standing of students in all subjects.

## DEPARTMENTS OF INSTRUCTION.

---

### I.—School of the Latin Language and Literature.

*Professor Moon,*  
*Professor Dawson,*  
*Mr. Stakely.*

The purpose of the instructors in this department is to give the student thorough knowledge of the inflections and extensive familiarity with the vocabulary of the language, systematic training in the principles of syntax, and some acquaintance with the history and criticism of Latin literature and with the public and private life of the Romans; but greater emphasis is placed on the study of the language, so as to lay a broad and solid foundation for more advanced work. The method is intensive rather than extensive.

Five courses in Latin are offered.

COURSE I.—FOR BEGINNERS.—Thorough drill in pronunciation, inflections, vocabulary, and the general principles of syntax; translation of Latin into English and English into Latin, in the form of graded exercises; the reading of easy Latin prose. *Five periods a week.*

Students who desire to take this course must show a fair knowledge of English grammar.

COURSE II.—FRESHMAN.—The reading of (1) selections from Caesar's Gallic War, (2) Cicero's Orations against Catiline, (3) careful and persistent study of forms, constructions, and idioms; oral and written exercises in Latin prose compositions, and practice in reading at sight. *Five periods a week.*

The requirement for admission into this class is such knowledge of the elements of Latin grammar as will enable one to translate easy selections with accuracy and readiness.

COURSE III.—SOPHOMORE.—The class reads (1) Cicero De Officiis, (2) Cicero's Letters, and (3) Pliny's Letters; and makes a review and further study of forms and constructions. Other topics of study: (1) Latin word formation as an aid in acquiring a vocabulary; (2) the analysis of simple and compound sentences; (3) Latin prosody; (4) Roman life and history, suggested in reading the text; (5) reading at sight. At least one period a week is given to Latin prose composition. *Five periods a week.*

COURSE IV.—JUNIOR.—(a) Selections from the Odes, Satires and Epistles of Horace; Cicero's Cato Major (*de Senectute*), or Laelius (*de Amicitia*); Tacitus, *Germania*; Satires of Juvenal; systematic study of Latin quantity and versification and of Greek and Roman mythology; study of Roman literature. Some time is also given to the study of syntax, word formation, etc. *Two periods a week.*

(b) Systematic study of the syntax of the verb in dependent clauses, with practical exercises in Latin prose composition. *One period a week.*

COURSE V.—Livy, Books XXI. and XXII.; Plautus' *Miles Gloriosus*; Seneca's Dialogues.

This course is open to graduate students and such as desire to take advanced work in Latin. *Two periods a week, by appointment.*

Throughout the entire course in Latin constant attention will be directed to the Latin elements in English words.

#### TEXT-BOOKS.

COURSE I.—Collar and Daniell's First Year Latin.

COURSE II.—Caesar's Gallic War; Cicero's Orations against Catiline; Allen and Greenough's Grammar.

COURSE III.—Kelsey's Orations and Letters of Cicero; Laing's

Selections from Ovid; Greenough and Kittridge's *Æneid* of Vergil; Allen and Greenough's Latin Grammar, and Nutting's Latin Composition. For reference: Gow's *Companion to School Classics*; Gayley's *Classic Myths*; Harper's *Dictionary of Classical Literature and Antiquities*.

COURSE IV.—Smith and Greenough's Horace; Bennett's Cicero, *de Senectute* or *de Amicitia*; Lindsay's Juvenal; Bennett's Latin Grammar, and Nutting's Latin Composition; Wilkins' Primer of Latin Literature; White's or Lewis' Latin Dictionary; Kelsey's Outline of Greek and Roman Mythology. For reference: Same as in Course III., with the addition of Harper's Latin Dictionary, White's English-Latin Dictionary, Gildersleeve-Lodge's Latin Grammar, and Harkness' Latin Grammar.

COURSE V.—Chase and Stuart's Livy; Harrington's Plautus; Seneca, Teubner; Allen and Greenough's Latin Grammar. For reference: Same as in Course IV.

## II.—School of the Greek Language and Literature.

*Professor Moon.*

The instruction in this department is intended: (1) to lead the student to the mastery of the inflections, vocabulary, syntax and idioms of the language, and thus enable him to read Greek with accuracy and readiness; (2) to give him some acquaintance with the masterpieces of Greek Literature and awaken in him an appreciation of the excellencies of Hellenic genius; (3) to make the study of Greek an aid in the mastery of English, and a means of intellectual training and development.

Five courses are provided for in this school.

COURSE I.—FRESHMAN.—This class begins with the alphabet, giving special attention to the sound and classification of the letters. Then follows a thorough and systematic drill in the regular inflections of the language, and in the principles of accent and euphony, together with daily exercises in translating Greek into English and English into Greek. The analysis of words, especially verbs, is frequently required. Attention is given to the leading principles of syntax. *Five periods a week.*

Before beginning this course the student is required to complete one year's work in Latin.

COURSE II.—SOPHOMORE.—Xenophon's *Anabasis*; systematic study of grammar; practice in reading at sight; composition and a study of important principles of word formation. Consideration is also given to questions relating to Greek history and life which arise in reading the *Anabasis*. *Five periods a week.*

COURSE III.—JUNIOR.—(a) The class reads (1) Xenophon's *Symposium*, (2) Plato's *Apology*, (3) Homer's *Iliad*; and, in connection with the reading, studies (1) versification, (2) the Homeric dialect, (3) syntax, (4) mythology, (5) Greek history and life, (6) Attic oratory, and (7) Greek literature. *Two periods a week.*

(b) Attic prose; systematic work in composition. *One period a week.* Required of students taking A.B. Course I.

COURSE IV.—SENIOR.—(1) Herodotus, (2) Aeschylus' *Prometheus Bound*, (3) New Testament. In connection with the reading of the New Testament attention will be given to the following topics: (1) Critical comparison of the Authorized and Revised Versions, (2) the teaching and historical setting of passages studied, (3) syntax, (4) vocabulary, and (5) composition. Incidentally, word formation, synonyms and textual criticisms will be studied. *Three periods a week.* Required of students taking A.B. Course I.

COURSE V.—The class reads: (1) Demosthenes' *De Corona*, (2) *Antigone* of Sophocles, (3) *Clouds* of Aristophanes. Some attention will be given to the origin and development of Greek Comedy and Tragedy, and to the metrical systems of Sophocles and Aristophanes. Open to graduates, and meets by appointment.

Throughout the entire Greek course constant attention will be directed to the Greek elements in English words; and, in the higher classes, the principles of Comparative Philology will receive consideration.

#### TEXT-BOOKS.

COURSE I.—White's *First Greek Book*; Hadley and Allen's *Greek Grammar*; Colson's *First Greek Reader*.

COURSE II.—Harper and Wallace's or Goodwin and White's

Xenophon's *Anabasis*; Woodruff's *Greek Composition*; Hadley and Allen's *Greek Grammar*.

COURSE III.—(a) Leaf and Bayfield's *Homer's Iliad*; Wait's *Oration*s of Lysias; Forman's *Selections from Plato*; Hadley and Allen's *Greek Grammar*; Liddell and Scott's *Greek Lexicon*; Jebb's *Primer of Greek Literature*; Mahaffy's *Old Greek Life*. For reference: Gow's *Companion to School Classics*; Gayley's *Classic Myths*; Harper's *Dictionary of Classic Literature and Antiquities*.

(b) Text-books to be selected.

COURSE IV.—Westcott and Hort's *Greek New Testament*; Green's *Handbook to the Grammar of the Greek Testament*; Burton's *New Testament Mood and Tense*. For reference: Winer's or Blass's *Grammar of the Greek Testament*; Thayer's *Greek-English Lexicon of the New Testament*; Meyer's or Hackett's *Commentary on Acts*; the Appendix to Westcott and Hort's *Greek Testament*.

COURSE V.—Text-books to be selected.

### III.—School of English.

*Professor Hendricks.*

This school offers instruction in the principles of grammar, rhetoric, and composition, and in the critical study of prose and poetry. Its purposes are: (a) to cultivate the habit of clear, consecutive thought; (b) to engender a spirit of careful attention to details; (c) to familiarize students with the basic principles of prose composition, and to gain some practical knowledge of composition as an art; (d) to aid in accurate and concise expression of ideas; (e) to gain a general acquaintance with representative English and American authors and some familiarity with the history of English and American literature; (f) to create, as far as may be, and cultivate a sympathetic interest in the masterpieces of the English language.

#### COURSES OF STUDY.

COURSE I.—FRESHMAN.—*Five hours a week, entire year.* This course is a transition from the study of grammar to that of composition. It first endeavors to give a comprehensive and inspiring view of grammar, dealing especially with



the nature and structure of the sentence. This is followed by a study of the first principles of practical composition and a reading of some classics. This course presupposes a thorough acquaintance with grammar.

*Texts.*—The English Sentence, Kimball; Composition and Rhetoric, Lockwood and Emerson; Classics.

COURSE II.—SOPHOMORE.—*Five hours a week, first term.* This course is devoted exclusively to a study of practical composition. Emphasis is placed upon originality and neatness in work and accuracy in expression. Themes are written frequently by students and submitted for correction.

*Text.*—Composition-Rhetoric, Scott and Denney.

COURSE III.—SOPHOMORE.—*Five hours a week, second term.* This work attempts a view of the field of American literature, its historical as well as literary aspect being taken into consideration. Frequent themes, based upon a study of representative masterpieces of American authors, are required.

*Texts.*—History of American Literature, Bronson; Classics.

COURSE IV.—JUNIOR.—*Three hours a week, entire year.* The purpose of this course is to gain a comprehensive view of English literature. The literary history of England from Chaucer through the age of Victoria is carefully followed; and this study is supplemented by a first-hand investigation of authors representative of the different periods. Frequent lectures by Dr. Montague present the vital obligations of English literature to the literature of Greece and Rome.

*Texts.*—History of English Literature, Halleck; Classics.

COURSE V.—SENIOR.—*Three hours a week, entire year.* In this course the interpretative powers of the student are tried by a critical study of prose and poetry, and a sympathetic appreciation of literature is cultivated. The first term is devoted to a brief study of the theory of style, followed by an investigation of selections from the works of English and American prose writers, such as De Quincey, Burke, Arnold, Hawthorne, and Lowell. The latter part of the course deals with definite periods of English literature, the study of



each period being based upon the works of its representative poet. This year's class has studied Carlyle, Thackeray, and Ruskin.

*Texts.*—Philosophy of Style, Spencer; Principles of Success in Literature, Lewes; Handbook of Rhetorical Analysis, Genung; Classics. For reference: Practical Elements of Rhetoric, Genung.

To graduate students in this department work is offered in the history of the English language, supplemented by readings in Old and Middle English; or in the drama, tracing it from its beginning in the liturgical plays through the Marlowe school to its culmination in Shakespeare and its decline in Jonson, and Beaumont and Fletcher.

---

## School of Mental and Moral Sciences.

*Professor Hendricks.*

This department embraces regular text-book and lecture courses covering the Junior and Senior years. It aims to give the student a scientific knowledge of the powers and faculties of his mind; to aid him in clear, logical thinking; to show him the nature of the process of thought; to acquaint him with the theory of human character and conduct.

COURSE I.—*Two hours a week, first term.* This course endeavors to give a scientific knowledge of mind, its elemental processes, the combination of these processes into ideas, and the significance of ideas and complexes of ideas in mental experience.

*Text.*—Outlines of Psychology, Titchener.

COURSE II.—*Two hours a week, second term.* In this course the *function* of mind is studied. The process of thought in both its deductive and inductive aspects is considered, and its laws and organic nature are emphasized.

*Text.*—An Introductory Logic, Creighton.

COURSE III.—*Three hours a week, three months.* This

work presents to the student the theory of wealth, and the laws that govern man in his efforts to attain it.

*Text.*—Political Economy, Walker.

COURSE IV.—*Three hours a week, six months.* The first part of this work is devoted to a study of the history of ethics, the attitudes of the greatest thinkers from Socrates to Kant being noticed. This is followed by a study of the theory of morals as such, in which study the obligations of man as a moral agent are set forth.

*Texts.*—History of Ethics, Sidgwick; Manual of Ethics, Mackenzie.

---

## The English Bible.

*Professor Hendricks.*

Three courses are offered the students in this department:

I. Old Testament History.—*Two hours a week, eight months.* The aim of this work is to familiarize the student with the general character and contents of the Old Bible. To do this the historical setting and bearing of each book are emphasized, while we keep in mind the progressive dealings of God with his people: (1) With the race in general, (2) with his chosen family, and (3) with his people as a nation. In this development the great periods receive notice; and the leaders in each period are studied closely, with suitable emphasis upon the great doctrines suggested by their teachings and lives. The prophecies are studied in the light of their historical settings. This course is given in alternate years.

II. Studies in the Gospels.—*One hour a week through the year.* In this course the Life of Christ is studied closely and minutely, with special attention to his parables and miracles. Lectures on many of the great questions that interest students are given.

*Texts.*—Broadus' Harmony of the Gospels, and Stalker's Life of Christ.

III. Life and Epistles of Paul.—*Two hours a week for the year.* The development of the Church as set forth in Acts; the change of the center of operation from Jerusalem to Antioch; the leadership of Paul,—these are all carefully noted. The epistles are analyzed, and studied in their historical settings. Then many of the great doctrines of the New Testament are studied more exhaustively; such as, Sin, Regeneration, The Atonement, Justification, Missions, Adoption, Death, Intermediate State, Second Coming of Christ, Resurrection, Judgment, Heaven and Hell. This course alternates with Course I.

---

#### IV.—School of Modern Languages.

*Professor Dawson.*

##### FRENCH.

COURSE I.—Systematic instruction and thorough drill in the elementary principles of French Grammar; mastery of the regular and irregular verbs; translation from English into French, both oral and written; memorizing of short poems and easy stories, which are used as basis of conversation; dictation exercises; carefully chosen course of easy reading. *Five periods a week.*

*Texts.*—Fraser and Squair's Elementary French Grammar; Lazare's Premières Lectures; Guerlac's Standard French Authors; House's Three French Comedies (L' Été de la Saint-Martin, La Lettre Chargée, Vent d'Ouest); Rougemont's Lectures faciles et amusantes.

COURSE II.—Review and further study of grammatical principles, together with advanced composition. The more difficult authors are read. Short talks on the history of the literature. Brief course in French history. Considerable private reading. *Three periods a week.*

*Texts.*—Lazare's French Composition; Fraser and Squair's French Grammar (Part II.); Cameron's Tales of France; Molière's L'Avare or Le Bourgeois Gentilhomme; Corneille's Le Cid; Racine's Esther;

Hugo's *La Chute* or *Hernani*; Balzac's *Eugénie Grandet*; Lamartine's *Graziella*; Rostand's *Les Romanesques*.

COURSE IIE.—Open to advanced students only. This course embraces a study of the history of the literature (Text: Fortier's *Histoire de la Littérature Française*), with special emphasis upon the literature of the seventeenth century. Several works from each of the more important seventeenth century authors read. Study of nineteenth century comedy. Hours and texts to be arranged.

#### GERMAN.

COURSE I.—Thorough drill in elementary principles of German Grammar; translation of easy narrative selections from English into German. Reading begun early in the course. The selections are carefully made, leading gradually to difficult German. Special attention paid to vocabulary and mastery of idioms. *Five periods a week.*

*Texts.*—Collar's *First Year German*; Jagemann's *Elements of German Syntax*; Wesselhoeft's *Composition*; Glück *Auf*; Hillern's *Höher als die Kirche*; Ernst's *Flachsmann als Erzieher*.

COURSE II.—In this course composition is continued one period a week during first term. As many works as practicable are read and commented upon in class, and several books are read privately. Class talks upon history and development of the literature. *Three periods a week.*

*Texts.*—Jagemann's *Elements of Syntax*; Jagemann's *Composition*. During the session of 1905-6 the following works have been read in class: Meyer-Förster's *Karl Heinrich*, Hauff's *Lichtenstein*, Schiller's *Die Jungfrau von Orleans*; Goethe's *Hermann und Dorothea*. For 1906-7 the course will be selected from the following: Riehl's *Der Leibmedikus*, Von Liliencron's *Der Narr*, Wildenbruch's *Das Edle Blut*, Freytag's *Doktor Luther*, Scheffel's *Der Trompeter von Säckingen*, Lessing's *Minna von Barnhelm*, Goethe's *Hermann und Dorothea*, Schiller's *Wilhelm Tell*.

COURSE III.—Open to advanced students. This course consists of study of the history of the literature and the reading of a number of works by leading German authors. Study of Lodeman's *Germany and the Germans*.

## SPANISH.

A brief course in elementary Spanish is offered to those who desire a reading knowledge of the language. No credit given for this course.

*Texts.*—Loiseaux's Elementary Spanish Grammar, Spanish Reader, Padre Isla's Historia de Gil Blas de Santillana.

---

## V.—School of Mathematics.

*Professor Brand.*

This school offers a course in mathematics extending through the four years of collegiate study. A thorough knowledge of arithmetic and elementary algebra is required for admission into the freshman class.

Throughout the entire course reasoning rather than memorizing is insisted upon. Numerous original problems and exercises are given to test accuracy and to encourage self-confidence on the part of students.

The freshman and sophomore years include only pure mathematics. The Juniors continue the same line of work, with the addition of Plane Surveying, Plane Analytic Geometry, and such applications of mathematics as may seem beneficial to the particular class.

The senior year, consisting largely of applied mathematics, is required of none but students of Engineering. This vicinity offers rare opportunities to students working toward Engineering. Beginning with the second term of the junior year, occasional outings will be made to the various railroads, mines, furnaces, foundries, factories, power-houses, etc., in and around Birmingham.

## COURSE OF STUDY.

I.—I. PLANE GEOMETRY.—*Three hours a week entire year.* Method of developing a demonstration emphasized. Theory of limits introduced. Numerous original exercises assigned. Required of all Freshmen.

*Text-Book.*—Wentworth, Revised Edition.

2. ALGEBRA, INTERMEDIATE COURSE.—*Two hours a week entire year.* A rapid review of elementary principles. The use of the equation stressed. Theory of Limits introduced. Methods of factoring, Synthetic Division, etc., studied. Required of all Freshmen.

*Text-Book.*—Jocelyn.

II.—3. SOLID GEOMETRY.—*Three hours a week first term.* Rapid review of difficult portions of plane geometry. The spacial concept and spacial relations emphasized. Solid and Spherical Geometry completed.

*Text-Book.*—Wentworth, Revised.

4. ALGEBRA, ADVANCED COURSE.—*Two hours a week first term.* The uses of the equation, of proportion and of variation stressed. Series, The Binomial Theorem, Logarithms, Annuities, The Theory of Limits, Undetermined Coefficients, Indeterminate Equations.

*Text-Book.*—Jocelyn.

5.—PLANE TRIGONOMETRY.—*Three hours a week, latter half of sophomore year.* Ratio definition of functions of angles, theory of limits as affecting functions of angles, functions of multiple and fractional angles, right and oblique plane triangles.

*Text-Book.*—Wentworth, Revised.

6. PHYSICS (Elementary Course).—*Two hours a week.* See Physics I.

III.—7. PLANE TRIGONOMETRY (Advanced Course).—*Three hours a week, first term.* Review of Trigonometry with certain applications, Plane Surveying, the logarithmic series, development of the functions of angles.

*Text-Book.*—Wentworth, Revised.

8. PHYSICS (Intermediate Course).—*Two hours a week, entire year.* See Physics II.

9. ANALYTIC GEOMETRY.—*Three hours a week, second term.* The straight line, circle, parabola, ellipse, and hyperbola.

*Text-Book.*—Bailey and Wood.



IV.—10. SPHERICAL TRIGONOMETRY WITH ASTRONOMY.  
See Astronomy I.

11. PHYSICS (Advanced Course).—*Two hours a week*,  
entire year. See Physics III.

12. REVIEW OF ALGEBRA AND ARITHMETIC.—*One hour  
a week*, entire year. Required of all Seniors. Text-Book.—  
Any advanced arithmetic.

V.—13. DIFFERENTIAL AND INTEGRAL CALCULUS.—*Three  
hours a week*, one year. Offered primarily for students work-  
ing toward Engineering. Open to others who show ability to  
handle mathematics.

*Text-Book.*—Osborne.

14. ANALYTIC GEOMETRY.—(Advanced Course.)

*Text-Book.*—C. Smith.

15. CALCULUS.—(Advanced Course.)

*Text-Book.*—Murray and Byerly.

*Note.*—No. 13 is for either undergraduate or graduate  
students; Nos. 14 and 15, for graduate work and recite by  
appointment.

## VI.—School of Physics and Astronomy.

*Professor Brand.*

Recognizing the great progress made during the last eight  
to ten years in the science of Physics, the policy of the College  
is to develop this department of its work as rapidly as possible.  
Throughout the three years' course the subject is presented as  
a mathematical science; numerous problems follow each chapter  
to test the student's knowledge of the theory. Laboratory work  
is given parallel with the junior and senior years, and by means  
of mathematical checks the quantitative side of experiments is  
emphasized.

Astronomy, presupposing some knowledge of advanced  
mathematics and physics, is offered during the senior year.

## COURSE OF STUDY.

PHYSICS I.—Parallel with Mathematics II. *One day a week, nine months, or two days a week second term.*

*Text.*—Introduction to Physical Science, Revised—Gage.

PHYSICS 2.—*Two days a week, nine months.* Parallel with Mathematics III.

*Text.*—Carhart and Chute.

PHYSICS 3.—*Two days a week, nine months.*

*Text.*—To be selected.

ASTRONOMY.—*Two days a week, nine months.*

*Text.*—Young.

---

## CHEMISTRY AND BIOLOGY.

*Professor Hogan.*

### CHEMISTRY.

#### COURSE I.

FIRST YEAR.—*Inorganic Chemistry.*—This division of chemistry is taught by means of texts, experiments, lectures, and individual laboratory work. The latest and very best texts are used, and experiments are performed before the class by the professor. The fundamental principles of the science are studied, and each element and its various compounds are given the time that their importance justifies. The students are required to do individual laboratory work under the supervision of the instructor. They are required to make the preparations, perform the experiments, write the reactions, and make the tests. They thus become familiar with the chemicals, apparatus, chemical nomenclature, and reactions. The students make a large number of tests for each element in its various compounds.

*Laboratory work ten hours per week.*

*Text.*—Remsen's College Chemistry, supplemented by laboratory notes.

*Reference Books.*—Witthaus, Simon, and Bartley.



FIRST YEAR.—*Qualitative Analysis*.—Students, having finished the course in general inorganic chemistry, are well prepared to do thorough work in qualitative analysis. This work is required during the second term of first year in the study of chemistry. Preliminary work is given in tests for the different groups of acids and salts, after which each group of elements is taken up, the individual student being required, under the supervision of the instructor, to work out his scheme for the same. After the class becomes familiar with the analysis of the different groups, unknown solutions containing elements in one or all of the groups are given to the student for analysis. They are required to make and to become familiar with the flame, bead, and dry tests.

*Laboratory work ten to twelve hours per week.*

*Texts*.—McGregory and Fresenius.

## COURSE II.

FIRST TERM OF SECOND YEAR.—Laboratory work in general inorganic chemistry, and advanced work in qualitative analysis. This work is required of the young men who are applicants for the B.S. degree. They are required to go into the work of the subject more thoroughly than the applicants for the A.B. degree. They are required to prepare and make experiments with all of the most common elements. They prepare acids, bases, and salts, making tests and performing experiments with them. The class is also required to analyze a large number of unknown solutions and to test compounds that are given to them. This is done under the direction of the instructor.

*Laboratory work ten to twelve hours per week.*

*Texts*.—Remsen's Advanced Course, and Fresenius.

## ORGANIC CHEMISTRY.

SECOND TERM OF SECOND YEAR.—This division of chemistry is taught during the second term of the second year in chemistry. The general and fundamental principles of organic chemistry receive careful attention. Many of the compounds of the various divisions and classes of organic compounds are

studied. Hydrocarbons, Alcohols, Aldehydes, Organic Acids, Ethers, Compound Ethers, Carbonhydrates, Amines and Amids, Cyanogen compounds, Proteids, and Alkaloids are among the classes of compounds that receive special attention.

*Laboratory ten hours per week.*

*Text.*—Remsen's Organic Chemistry.

*Reference Books.*—Witthaus, Simon, and Bartley.

## BIOLOGY.

### COURSE I.

**PHYSIOLOGY.**—An elementary course is given during the first term of the freshman year. Any pupil may take this. The tissue, organs, special senses, systems and their functions are studied. The organs are examined and histological structures observed by the use of the microscope. Knowledge that all should have concerning the human organism and its functions is given in this course.

**ZOOLOGY.**—This subject is studied by the freshman and sophomore classes. Charts, prepared microscopical slides, specimens alive and preserved, are examined by each student. The members of the class are required to procure live specimens for examination and experimentation in the laboratory.

*Text.*—Shipley-MacBride, Descriptive and Practical.

**BOTANY.**—The freshman and sophomore classes study this subject during the spring term. Specimens are procured for study, and microscopical examinations are made in the laboratory. A great deal of outdoor and laboratory work is done by the pupils.

## GEOLOGY AND BIOLOGY.

### COURSE II.

**SOPHOMORE YEAR.**—It is not our purpose to make special geologists, but realizing the vast importance of this subject, we give a very thorough course in it, taking up the great divisions of the subject, and requiring the pupils to acquire the knowledge of each, and also of the subject of geology as a whole.

Dynamic and Structural Geology is studied during the first term of the sophomore year. Historical Geology is studied during the second term. The eras, ages, periods, and epochs are carefully studied. Zoölogy and Botany, which were begun in the freshman class, are again taken up in connection with the fauna and flora of the historical geology. It is found that these subjects taken up in this way add great interest to each other.

The Birmingham district, with its formations of coal, iron, limestone, and other minerals, affords the best field in the State for the study of Geology.

*Text.*—Le Conte's Elements.

*Supplementary Reading.*—Frye's Geography and Brigham's Geographic Influences.

### COURSE III.

PHYSIOLOGY, *Senior*.—This course is intended for Seniors, and is advanced work in this department. Cells, tissues, organs, systems, and their functions are studied. The anatomical and histological structures are taken up. The secretions and excretions are studied. The special sense organs, digestion, circulation, and respiration, are given close study and investigation. The brain and spinal cord of the cerebro-spinal system, the sympathetic system, and the nerve supply of the different organs are given special attention. Many experiments are performed on the frog and such other of the lower animals as may be required.

The class has the privilege of visiting the dissecting room of the Birmingham Medical College, and can see and hear the demonstrations on the cadaver.

Special lectures are given on Biology, including Embryology, and Physiological Chemistry.

*Text.*—Kirke's, English and American editions.

### THE M. S. DEGREE.

The M.S. degree will be granted to any student who has previously taken the B.S. degree, upon satisfactorily completing

a year's resident work of ten hours per week in either Chemistry or Biology in connection with work in Modern Languages.

---

## DEPARTMENT OF HISTORY.

*Mr. Vardaman.*

COURSE I.—*English History*.—Since England is virtually the source of all our own institutions, to the American student a knowledge of English history is very essential. This course presupposes a thorough knowledge of United States History. Its object is to lead the student further into the field of history and give a deeper insight into our own national development. Lectures and topical work used in connection with text-book drill.

*Text-Books*.—Montgomery's English History, and Collateral Authorities.

COURSE II.—*Greek and Roman History*.—This is a thorough course in the history of two of the greatest peoples of antiquity—their political institutions, their religion, their literature, and their private life—together with side lights thrown on surrounding, contemporaneous nations. Class drill in text-book interspersed with lectures and topical work.

*Text-Books*.—Myers' Ancient History taken as the basis.

COURSE III.—*Mediaeval and Modern History*.—A general course in all the European nations, from the downfall of the Roman Empire in the West to the present time. Occasional lectures, topical work, and class drill.

*Text-Books*.—Myers' Mediaeval and Modern History taken as the basis.

COURSE IV.—*American History*.—This course is designed for advanced students, already familiar with the leading facts of history, who desire to examine closely into the fundamental principles of government and the great political movements in the history of America.

## LECTURES TO THE MINISTERIAL STUDENTS.

The President of the College has, during the current academic year, given a short course of lectures to the ministerial students.

In these lectures he has presented certain suggestions concerning the educational needs of the preacher, general and special preparation for preaching, style, illustration, methods, manner, and other topics that appertain to pulpit and pastoral work.

The interest shown will probably lead to a considerable expansion of this course.

---

## THE ACADEMY.

*Mr. Vardaman, Principal.*

*Messrs. D. F. Stakely and A. L. Smith, Assistants.*

This department is designed to prepare young men for admission into the College classes. The students are under the same regulations and enjoy the same advantages as those in the College. The method of instruction and the course of study conform and lead directly to the College curriculum, thus making the department a natural and easy door to the College. Students bearing certificates of proficiency from this department are received into the College classes without further examination. Any student deficient in any schools of the College course is allowed to finish these subjects in the Academic department, and at the same time, if desirable, to pursue other studies in the College.

Each student is required to take four subjects with Reading, Spelling and Penmanship in addition to his English, and recite five times a week in each. Many of the subjects are continued through the two years, so that ample time may be had to give the young men, who come to us poorly prepared, thorough preparation for their College course. Students with some ability and previous training, however, often

do the work in one year. The examinations are held at the end of each term, the last being the final. Before entering any of the higher classes in this department, the student must stand a satisfactory examination, or furnish some other evidences of preparation satisfactory to the teacher.

#### COURSE OF STUDY.

##### FIRST YEAR — FIRST TERM.

English — Reed and Kellogg.  
 Geography — Maury's Manual.  
 History — Cooper's Our Country.  
 Algebra — Wentworth's First Steps.  
 Arithmetic — Wentworth's Practical.  
                     Reading; Spelling; Penmanship.

##### SECOND TERM.

English — Reed and Kellogg.  
 History — Cooper's Our Country, completed, and Brown's History of Alabama.  
 Geography — Maury's Physical.  
 Algebra — Wentworth's First Steps.  
 Arithmetic — Wentworth's Practical, completed.  
                     Reading; Spelling; Penmanship.

##### SECOND YEAR — FIRST TERM.

English — Reed and Kellogg's Higher Lessons.  
 Latin — Collar and Daniell's First Year.  
 Arithmetic — Wentworth's Advanced.  
 Algebra — Wentworth's New School.

##### SECOND TERM.

English — Reed and Kellogg's Higher Lessons, completed.  
 Latin — Collar and Daniell's First Year, completed.  
 Arithmetic — Wentworth's Advanced, completed.  
 Algebra — Wentworth's New School.

#### SUPPLEMENTARY READING COURSE.

The course in supplementary reading is done privately by all students of the Academy. Examinations on subject-matter and composition are held at the end of each six weeks. The books required for the first term of the session of 1906-07 are as follows: (1) Last of the Mohicans, (2) Courtship of Miles



Standish, (3) Hawthorne's Wonder Book, (4) Sketch Book, (5) Poe's Stories and Poems, (6) Treasure Island. Second term: (1) Gulliver's Travels, (2) Ivanhoe, (3) Last Days of Pompeii, (4) David Copperfield's Childhood, (5) Lamb's Tales from Shakespeare, (6) Tennyson's Princess, (7) Bunyan's Pilgrim's Progress, (8) The Flight of a Tartar Tribe.

---

## BUSINESS COURSE.

*Davis F. Stakely, A.B., LL.B.*

Believing that a thorough elementary education is the prime essential for mastering a commercial course of studies and enabling one to use successfully the knowledge thus obtained, the Faculty has decided to offer to young men of limited means and time a one year's business course.

The advantages of such an addition are two-fold:

1. Many young men who desire to enter a business college have never had opportunity to obtain the elementary education necessary. Such students may recite with the regular classes of the College or sub-freshman department, and at the same time pursue the studies outlined for the business course.

2. Many will desire the commercial training in addition to the regular College course. These will be allowed to take the business course in connection with their academic studies.

For entering this department, a young man should have completed the course, or the equivalent of the course, taught in the sub-freshman department, Latin excepted; but he may carry on the work of the sub-freshman department and the business course together, with the approval of the Faculty.

On completion of the business course, together with the preliminary studies, a certificate will be granted.

### COURSE OF STUDY.

One year's work in English, Bookkeeping, Penmanship, Business Forms, and Commercial Arithmetic.



## COURSES OF STUDY AND DEGREES.

---

There are five regular undergraduate courses of study:

1. THE CLASSICAL COURSE (A.B., Courses I. and II.).
2. THE SCIENTIFIC COURSE (B.S., Courses I., II. and III.).

These courses are outlined below, and lead to the degrees of BACHELOR OF ARTS and BACHELOR OF SCIENCE, as indicated in the schedule.

### A. B. Course I.

SUBJECTS	FIRST YEAR.	RECITATIONS A WEEK
English and Bible, I.....		5
Latin, I.....		5
Greek, I.....		5
Mathematics, I.....		5
History, I.....		2

#### SECOND YEAR.

Latin, II.....	5
Greek, II.....	5
English, II.....	5
Mathematics, II.....	5
History, II.....	3

#### THIRD YEAR.

Latin, III.....	3
Greek, III.....	3
English, III.....	3
Psychology and Logic, I.....	2
Chemistry, I.....	5
Mathematics, III.....	5

SUBJECTS	FOURTH YEAR.	RECITATIONS
		A WEEK
Bible, II.....		2
Greek, IV.....		2
English, IV.....		3
Astronomy, I.....		2
Biology, III.....		3
Physics, III.....		2
Ethics and Economy, I.....		3
Mathematics .....		1

### A. B. Course II.

#### FIRST YEAR.

Latin, I.....	5
Biology, I.....	5
English and Bible, I.....	5
Mathematics, I.....	5
History, I.....	2

#### SECOND YEAR.

French, I.....	5
Latin, II.....	5
English, II.....	5
Mathematics, II.....	5
History, II.....	3

#### THIRD YEAR.

Latin, III.....	3
French, II.....	3
German, I.....	5
English, III.....	3
Psychology and Logic, I.....	2
Mathematics, III.....	5

#### FOURTH YEAR.

German, II.....	3
English, IV.....	3
Ethics and Economy, I.....	3
Biology, III.....	3
Physics, III.....	2
Astronomy, I.....	2
Mathematics .....	1
Chemistry .....	5

## B. S. Course I.

SUBJECTS	FIRST YEAR.	RECITATIONS
		A WEEK
Latin, I.....		5
English and Bible, I.....		5
Biology, I.....		5
Mathematics, I.....		5
History, I.....		2

## SECOND YEAR.

Biology, II., and Geology.....	5
Latin, II.....	5
English, II.....	5
History, II.....	3
Mathematics, II.....	5

## THIRD YEAR.

French, I., or German, I.....	5
English, III.....	3
Psychology and Logic, I.....	2
Chemistry, I.....	5
Mathematics, III.....	5

## FOURTH YEAR.

French, II., or German, II.....	3
English, IV.....	3
Ethics and Economy, I.....	3
Biology, III.....	3
Physics, III.....	2
Mathematics .....	1
Astronomy, I.....	2
Chemistry, II.....	2

## B. S. Course II.

## FIRST YEAR.

Mathematics, I.....	5
Biology, I.....	5
English and Bible, I.....	5
Mathematics, II.....	5
History, I.....	2

SUBJECTS	SECOND YEAR.	RECITATIONS
		A WEEK
Biology, I., and Geology.....		5
English, II.....		5
History, II.....		3
Mathematics, III.....		5
French, I.....		5

## THIRD YEAR.

German, I.....	5
English, III.....	3
Psychology and Logic, I.....	2
Chemistry, I.....	5
Mathematics, IV.....	5
French, II.....	3

## FOURTH YEAR.

Astronomy, I.....	2
English, IV.....	3
Biology, III.....	3
Physics, III.....	2
Mathematics, V. and VI.....	5
German, II.....	3

## B. S. Course III.

## FIRST YEAR.

English and Bible, I.....	5
Geometry, I.....	5
History, I.....	2
Biology, I.....	5
Algebra, O.....	5

## SECOND YEAR.

English, II.....	5
Mathematics, II.....	5
French, I.....	5
History, II.....	3
Biology, I., and Geology.....	5

## THIRD YEAR.

English, III.....	3
Psychology and Logic, I.....	2

SUBJECTS	RECITATIONS	
	A WEEK	
Mathematics, III.....		5
German, I.....		5
French, II.....		3

## FOURTH YEAR.

English, IV.....	3
Biology, III.....	3
Chemistry, I.....	5
Physics, III.....	2
Astronomy, I.....	2
Ethics and Economy, I.....	3
German, II.....	3

In addition to these subjects, each student in the junior and senior classes recites once a week in the Bible throughout the session.

### Explanations and Requirements Regarding Courses and Degrees.

1. For the divisions of the subjects taught in any year and the text-books used, the student is referred to the separate schools under the head "Departments of Instruction."
2. Students who are candidates for any one of the several degrees are required to pursue the course of study outlined for that degree. Deviations are allowed on the approval of the Faculty.

### Graduate Degrees.

The graduate degrees are MASTER OF ARTS and MASTER OF SCIENCE. A graduate degree may be obtained by a graduate of this College, or of any other institution of equal grade, by pursuing, *in residence*, a one-year's course of study approved by the Faculty. Special courses looking to the graduate degrees will be given in the several schools.

## GRADING AND EXAMINATIONS.

---

In every class the student is questioned on the lesson of the day and graded according to his knowledge of the subject. A record of daily marks is kept by the professor. At the end of each month an average of these marks is calculated and recorded. From this record the student's class standing is determined.

To the parent or guardian is sent periodically a transcript of this record of class standing, together with such other information as may be deemed important. By the prompt and judicious attention of those to whom they are addressed, these reports may be made of great value in promoting improvement and in sustaining good discipline.

### EXAMINATIONS.

In addition to the daily questioning, written examinations, embracing the subjects treated in a given time, are held near the close of each term, and at such other times during the session as may be necessary. These examinations are given to test the student's knowledge of the subjects passed over, and determine whether he is prepared to pass to a higher class or to graduate. In order to pass, students in all classes must make 70 per cent. of the maximum. In the final average the examination average counts one-third; the daily average two-thirds.

Students must not absent themselves from their examinations.

HOWARD COLLEGE  
LIBRARY

## COLLEGE HONORS.

---

### MEDALS.

The College offers the following medals:

#### I. IN THE CADET CORPS.

1. CAPTAIN'S MEDAL.
2. GOLD MEDAL for proficiency in manual of arms.

#### II. IN ATHLETICS.

1. GOLD MEDAL for best all-round athlete.

#### III. IN ACADEMIC DEPARTMENT.

1. GOLD MEDAL for the best declamation in the sophomore class.
2. GOLD MEDAL for the best oration in the junior class.  
The orations are required to be original compositions.

The above medals were awarded in 1905 to the following gentlemen:

Captain's Medal — W. A. Counts, Franklin County.

Manual of Arms — J. A. Snodgrass, Jackson County.

Junior Medal — J. G. Fulmer, Coosa County.

Sophomore Medal — Omer Guilb Morris, Jefferson County.

#### FOR ATTAINMENT OF CLASS DISTINCTION.

1. A student who makes an average in any school of ninety per cent. for the session is recorded as DISTINGUISHED in that school. Those who are thus distinguished in all their studies are known as DISTINGUISHED UNDERGRADUATES.



2. Honors are awarded to the graduating class as follows:

(a) The graduate who has made during his college course an average of ninety per cent., and not less than eighty per cent. in any one department, is awarded the honor of GRADUATE WITH DISTINCTION.

(b) The graduate who has made during his college course an average of ninety-five per cent., and not less than eighty-five per cent. in any one department, is awarded the honor of GRADUATE WITH HIGHEST DISTINCTION.

#### APPOINTMENT.

The Faculty each year appoints a member of the senior class to participate in the Intercollegiate Debate at the Alabama Chautauqua. The selection is made upon the merits of the student as an orator and debater.

#### DEGREES.

The degrees of BACHELOR OF ARTS and BACHELOR OF SCIENCE are conferred upon students who complete the courses prescribed for these degrees. For the specific requirements see "Courses of Study," page 42, and following.

#### REGULATIONS.

1. No one is allowed to contest for a medal with a speech which he has before delivered in public at the College.

2. No student is admitted to a degree or permitted to take part in the Commencement exercises unless he has creditably passed all his examinations, performed such exercises as may have been assigned him, and settled all College dues.

## GENERAL INFORMATION.

---

### LOCATION.

Ready transportation between the City and the College is afforded by an electric line, on which cars run each way at intervals of twelve minutes. The distance is six miles and the fare five cents. Regular day students get a half rate.

The authorities of the College are largely aided in the administration of moral discipline by the favorable surroundings of the institution.

Religious worship is regularly held every Sabbath in the Baptist, Presbyterian and Methodist churches, which are located within a few hundred yards of the College buildings. By special statute the sale of ardent spirits is prohibited within a radius of three miles.

### INCIDENTAL ADVANTAGES.

By reason of the proximity of Howard College to a large city, it enjoys many advantages without experiencing the disadvantages of city life.

The life and energy characteristic of this region are apt to awaken a corresponding spirit in the young men who attend this institution of learning. This, taken in connection with the public lectures and libraries of a large city, is not without vast benefit to the young men seeking development, while the firm but kind discipline serves to restrain students from any evil influences of the city. Birmingham citizens have remarked upon the fact that no Howard student is ever seen in a bar-room.

### PERSONAL ATTENTION OF THE PROFESSORS.

The professors devote all their time to the students, giving instruction in the class room during the day and visiting dor-

mitories night and day. Parents committing their sons fully to the care of the College officers may be assured that physical comfort, moral influences and intellectual training will be provided.

To avoid distracting influences, to command full attention and to facilitate study, young men are required to board and lodge at the College, unless their relatives live in town.

#### RELIGIOUS CULTURE.

Devotional exercises are held every morning in the Chapel, and the Faculty and students attend.

Students are required to attend the churches of their choice every Sunday morning; they are also required to attend Sunday-school, provided there is one belonging to the church of their choice accessible. They may be entirely relieved of the duty of attendance upon Sunday-school by presenting to the President a written request to that effect from their parents or guardians. In no instance is a student forced to attend any Sunday-school other than the one of his own or his parents' selection.

#### SPECIAL CARE FOR YOUNG BOYS.

Special attention will be given to boys under the ordinary age of college students. These will, as far as possible, be placed in the rooms of students of settled habits and good moral character. Ministerial students can often be induced to assume this responsible charge.

#### SICKNESS.

When ill, students have the personal attention of the Faculty and College physician. Parents and guardians are promptly notified of the sickness of students, and advised from time to time of their condition.

#### BUILDINGS.

The buildings are one main college building, a Library and Recitation building, and five dormitories.

The main building is three stories high, and embraces lecture rooms, offices, laboratories, society halls and chapel. Renfro Hall, the new dormitory, is a large and handsome building, which accommodates nearly one hundred students.

During the year a handsome building has been constructed, to be used as a Library and for purposes of recitation.

#### LIBRARIES, CABINETS, ETC.

Each of the two literary societies has a good library, and the College has one. Additions are constantly being made to the libraries. Contributions of books are earnestly solicited from the friends of the College.

THE BARNETT LIBRARY, furnished and supplied with magazines and papers, is accessible to students from 9 A. M. to 10 P. M., and is both attractive and valuable.

The Ladies' Co-operative Association of Alabama will annually provide \$300, \$120 of which will be devoted to the payment of the board of some worthy ministerial student, who will act as Librarian, and \$180 to the purchase of books.

The Geological and Mineralogical Cabinets contain a large variety of specimens. A handsome series of maps, charts and engravings illustrate lectures on Geology, Astronomy and Physiology. The College is in possession of a good chemical laboratory.

#### PLAN OF INSTRUCTION.

Professors and teachers are occupied as many hours as are necessary to examine thoroughly each day all the members of each class, and thus allow no neglect of any study.

The classes are divided into sections, so that each student may receive special attention. The members of sections are arranged according to merit in each branch, and the students are kept constantly stimulated to attain and preserve good positions.

The progress of each class and the relative merit of the members are recorded. At the end of six weeks the results are reported to the President and afterwards posted on the bulletin board for encouragement or warning.

## GOVERNMENT.

The government is administered by the President and professors in accordance with the regulations adopted by the Board of Trustees. The rules inculcate manly virtues, preserve order, require sobriety and morality, protect and encourage good students, and do not allow the persistently idle and immoral to remain where they can injure others.

The personal influence of the President and Faculty is exercised to encourage the young men in the discharge of their duties, and the co-operation of parents is solicited, as the success of college government depends greatly upon the support which is given from home to the administration of discipline.

Daily reports of conduct and semi-monthly reports of studies are made to the President. From these monthly reports are made to parents and guardians. The reports to parents show the absolute and relative standing in each class, and other facts that may be thought of interest.

## CADET CORPS.

For the purpose of physical education — erect, graceful and manly carriage of the body, a vigorous and healthy constitution; for cultivating politeness, moral courage, respect for self, deference to others, frankness, perseverance, industry and self-reliance, and for giving the mind power of close and continued attention, all students over fifteen years of age are required to join the Cadet Corps, which is drilled not more than one hour a day, and at such times as not to interfere with their studies.

No student is excused from this duty, unless it be by the President and Commandant for special reasons.

## TO NEW STUDENTS.

If new students will inform the President when they expect to arrive in Birmingham, they will be met at the depot by some student or member of the Faculty.

A committee from the Y. M. C. A. meets all incoming trains bringing students.

Baggage of students will be transferred from Birmingham to East Lake on the presentation of the check and transfer fee to the Quartermaster at the College.

Rooms will be assigned before the opening of the session. Those intending to enter College are urged to make application for rooms at least one month before the day of opening.

#### AUXILIARY OR ACCREDITED SCHOOLS.

Any high school or academy in the State, whose course of study and methods of teaching are approved by the President and Faculty of Howard College, will, upon application, be declared an Auxiliary or Accredited School of Howard, and will be awarded a certificate to this effect. The President invites correspondence with the principals of such schools.

Students presenting certificates from the Auxiliary or Accredited Schools of Howard will be admitted to the College without examination.

## STUDENT ORGANIZATIONS.

---

### LITERARY SOCIETIES.

There are, in connection with the College and in successful operation, two literary societies: the Philomathic and the Franklin. They are provided with well selected libraries and with handsome halls, where they meet every Saturday evening for declamation, debate, and other things pertaining to the interest of the societies. Besides these weekly meetings, each society holds during the session three public meetings: two for debate and one for declamation. The latter is arranged as a part of the Commencement exercises, and each society gives a medal for the best declamation. The medalists for 1904-05 were as follows:

#### FRANKLIN.

DAVID BRYAN.....Choctaw County.

#### PHILOMATHIC.

A. R. LOFTIN.....Jefferson County.

The two societies unite in publishing the HOWARD COLLEGIAN, a monthly magazine of about fifty pages, which is earnestly commended to the support of the alumni and other friends of the College.

These literary societies are regarded as valuable aids to the student in forming a literary taste, in affording opportunities for practice in debate, and in obtaining a knowledge of parliamentary rules. All students in the College are required to join and attend one of the societies.

### THE MINISTERIAL CLASS.

The ministerial students meet Tuesday evenings for the purpose of studying and analyzing Scripture texts, and for the



discussion of matters of interest and profit to themselves. A series of lectures by leading ministers and Christian workers is given, and is of great benefit to the class.

By the co-operation of the Executive Committee of the Birmingham Baptist Association, young ministers are given work in the destitute places of the Association. Besides this, the care of churches in the suburbs of Birmingham and at adjacent points is offered.

#### YOUNG MEN'S CHRISTIAN ASSOCIATION.

Among the students of the College a Y. M. C. A. was organized in the fall of 1898. Since that time the good results of the organization have grown from year to year.

Workers have been trained for the interests of the organization in dealing with the moral and religious issues of the student body.

Delegates are sent out each year to attend the annual Y. M. C. A. Conference, thus keeping in touch with the plans and work throughout the South; delegates were also sent this year to the Student Volunteer Movement at Nashville.

For the ensuing year, this organization is giving a systematic course of study in Old Testament History, with a course of lectures following each period studied.

One special feature of the work is the interest manifested toward new students.

A committee is appointed to meet all trains and welcome new boys.

HERRIN H. HAGOOD, *President*,  
Evergreen, Ala.

DAVID C. CRUISE, *Secretary*,  
Centerville, Ala.

## INFORMATION CONCERNING ENTRANCE TUITION, BOARD, ETC.

---

### THE SCHOLASTIC YEAR.

The next session begins on Wednesday, the 19th of September, and continues nine scholastic months, the annual Commencement occurring on the last Wednesday in May. The session is divided into two terms, the second term beginning February 1st, 1907. The exercises are suspended for one week at Christmas.

Students are urged to be present at the opening of the session and to return promptly after the holidays. The delay or loss of even a few days is often a great hindrance to the future progress of the student. Patrons are particularly requested to coöperate with the Faculty to the end that all students shall remain in College before the Christmas recess and the close of the session until all exercises shall have been concluded.

### MATRICULATION.

Every applicant for admission, arriving in the city, is required to report promptly to the President. To be admitted he must be of good moral character; and, if he has been a student of another institution, he must present satisfactory evidence of good moral conduct while there; and he must undergo such examination as will satisfy the Faculty that his character and attainments will justify his admission. Then, after arranging with the Treasurer for his expenses for the term, he is required to matriculate at once.

### CLASSIFICATION.

The student is examined and classified according to his advancement in each of the several subjects he may wish to study. Great care is exercised that no one may enter higher than his previous training and present attainments will justify.

## ADMISSION WITHOUT EXAMINATION.

Students having certificates of proficiency, or diplomas from high schools or academies of high grade and recognized thoroughness, will be admitted into classes without examination, and classified according to the degree of advancement indicated by their certificates or diplomas. The student thus admitted will, of course, be transferred to a lower class, if it should be found later that he was allowed to enter too high at the beginning.

## SELECTION OF STUDIES.

A student is allowed to select the course of study that will best qualify him for his life's vocation. The Faculty, believing in the necessity and utility of a broad and liberal education, will always encourage a complete course. To this end, the right is reserved to prescribe the studies of students in any case where, in the wisdom of the Faculty, it seems necessary. The student is expected to adhere throughout the session to the course selected.

Every one is required to have at least fifteen recitations a week. Twenty to twenty-two recitations a week are regarded, in the experience of the Faculty, as sufficient for the average student and even for the student of greatest capacity. To undertake more than these means a class of work unsatisfactory to the professor and the student, and the result may be failure. Hence, no student is allowed to carry more than twenty-two recitations a week, unless it be by consent of the Faculty for special reasons.

## EXPENSES.

*All expenses are payable strictly in advance at the beginning of each term.*

When a student leaves College before the close of the term, board is refunded, but no fees; and tuition will be refunded only when resignation from College is caused by ill health, certificate of which must be presented from the College physician.

*No reduction in board or tuition is allowed for absence of less than four weeks.*

Remittances should be made to the Treasurer by registered letter, money order, or New York exchange.

The expenses in detail are as follows:

**TUITION.**—Tuition in all departments is \$30.00 a term.

**BOARD.**—Board is \$60.00 per term for all students. Students lodge in the dormitories and take their meals in the College dining hall. Great care is exercised in the selection and preparation of the food. The dining hall is in charge of a competent and worthy matron, Miss Mary Stone.

Room, fuel and lights, \$10.00 a term. The rooms of students are furnished with the most approved styles of iron bedsteads, provided with wire-woven springs. Tables, chairs, mattresses and other articles of necessity are provided by the College. Every student, however, is required to bring a pair of blankets or comforts, sheets and pillow-cases. When he retires from the College he may remove them as a portion of his baggage.

**INCIDENTAL FEE.**—An incidental fee of \$5.00 per term is charged every student. No exceptions are made. This fee is required for fuel, repairs and the incidental expenses of the College.

**MEDICAL FEE.**—Observation has taught us that every student needs some medical attention during the session, while some need a great deal. In order to economize in the matter of medical fees, a College physician has been elected by the Board of Trustees. He makes daily visits to the College dormitories, and renders any medical service the students may need during the entire session. For this service each student is required to deposit with the Treasurer a fee of \$2.50 at the beginning of each term.

**DIPLOMA FEE.**—A fee of \$5.00 is charged for every diploma.

**LABORATORY FEES.**—Students in the Chemistry classes are required to pay a fee of \$5.00 for chemicals used in the laboratory. Students in Physics pay \$2.50 per year for the use of apparatus.

**COST OF UNIFORMS.**—Arrangements have been made by the Faculty with a responsible firm, whereby cadets can secure uniforms, made of the best material, West Point regulation style, at a cost not exceeding \$16.00 per suit. While all students in the Cadet Corps are required to purchase uniforms, yet they cost less than citizens' suits of the same quality, and are most durable. Therefore they diminish rather than increase the student's expenses at college.

**INCIDENTAL EXPENSES OF THE STUDENT.**—In addition to the above named expenses, the student will need a small amount of money for stationery, books, lights, laundry, etc. But the Faculty would impress upon parents and guardians that students need little money beyond what is advertised in the College catalogue; and parents are advised to limit the amount of pocket change allowed their sons.

When requested to do so, the Treasurer will act as *fiscal* guardian of students, granting only such sums to them as may be needed. Nothing contributes more to the demoralization of the young man at college than a well-filled purse for private use.

Not infrequently complaint is made because of the extravagance of a student at college, as if the institution were responsible for the amounts sent from time to time by parents or guardians. The actual college expenses are stated in the catalogue; and if parents or guardians are lavish in their gifts of money to their sons or wards, they should not hold the college responsible.

#### SUMMARY OF EXPENSES.

It will be seen from the above specifications that board, tuition and required fees cost the student in the boarding department:

Per term.....	\$107 50
Per session.....	215 00
Students not boarding in the College:	
Per term.....	\$35 00
Per session.....	70 00

The foregoing expenses are as low as it is possible to make them and yet insure efficient work and first-class accommoda-

tions. To lower the expenses further would mean to lower the standard of work and the character of accommodations. It is purposed, on the contrary, to raise these without increase of expense to the students. No one who understands the importance of the right kind of education would prefer cheapness to thoroughness. It is the purpose of the management to give full "value received" for every cent charged. Howard's mission is to make *men*, not *money* — to protect its students from the ruinous habits of vice and dissipation, and to develop their mental, moral and physical possibilities into strong, harmonious characters.

### SONS OF MINISTERS.

The sons of active ministers are given one-half of their tuition free.

### STUDENTS FOR THE MINISTRY.

Young men studying for the Gospel Ministry, who come duly approved by their churches and indorsed by the Board of Ministerial Education, are admitted free of charge for tuition. They are charged for board and fees the same as other students.

Ministerial students must, at matriculation, pay the dues required at entrance, or make satisfactory arrangements for the same with the Board of Ministerial Education. The Faculty will assume no risks on deferred payments.

The Board of Ministerial Education will assist worthy young men from Baptist churches in Alabama in paying their expenses at College.

*They must conform to the following regulations:*

1. MORAL.—In addition to being a member in good standing of a Missionary Baptist Church, the beneficiary must bring the indorsement of his church, expressing their belief that he is called of God to preach the Gospel.

2. FINANCIAL.—The object of the Board is to help only those who need help; therefore it refuses to contribute anything to a student who has resources of his own. The Board very



earnestly asks that the church and association giving indorsement of a brother signify at the same time their purpose to render him financial aid to the extent of his necessities or their ability.

3. EDUCATION.—The Board has decided to require all beneficiaries hereafter to be prepared for the freshman class before entering Howard College.

Young men needing aid should write to one of the

OFFICERS OF THE BOARD OF MINISTERIAL EDUCATION.

Rev. J. M. Shelburne, L.H.D., President.....East Lake, Alabama

Rev. J. A. Hendricks, Secretary and Treasurer....East Lake, Alabama

Friends of the College will confer upon the institution a great favor, and will aid the cause of Christian education, if they will send the President, the Chairman of the Faculty, or the Secretary the names and addresses of young men who may be led to enter Howard College. The constant coöperation and sympathy of all interested in higher education are earnestly invoked.

For catalogues and general information address the President or the Secretary of the Faculty at East Lake Station, Birmingham, Alabama.



# SCHEDULE OF RECITATIONS.

HOURS.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
8:30 to 9:00 .	Chapel.	Chapel.	Chapel.	Chapel.	Chapel.
9:00 to 9:50.	German II. English IV. Greek I. History II. Biology II.	Logic and Psychology. Greek I. History I. Biology II.	German II. English IV. Greek I. History II. Biology II.	Logic and Psychology. Greek I. History I. Biology II.	German II. English IV. Greek I. History II. Biology II.
9:50 to 10:40.	Bible I. Mathematics II. Latin IV. Biology III.	English I. Mathematics II. French II. Chemistry II. Greek IV.	English I. Mathematics II. Latin IV. French II. Biology III.	English I. Mathematics II. Latin IV. Biology III.	English I. Mathematics II. Latin IV. Biology III.
10:40 to 11:30.	Mathematics I. Greek II. French I. English V. Chemistry I.	Mathematics I. Greek II. French I. Senior Bible. Chemistry I.	Mathematics I. Greek II. French I. English V. Chemistry I.	Mathematics I. Greek II. French I. Senior Bible. Chemistry I.	Mathematics I. Greek II. French I. English V. Chemistry I.
11:30 to 12:20.	Greek III. Biology I. German I. English II and III. Mathematics IV.	German I. English II and III. Mathematics IV. Biology I.	Greek III. Biology I. German I. English II and III. Mathematics IV.	German I. English II and III. Mathematics IV. Biology I.	Greek III. Biology I. English II and III. German I. Mathematics IV.
12:20 to 1:10.	Mathematics III. Latin III. Latin II. Ethics and Economy.	Mathematics III. Latin III. Latin II.	Mathematics III. Latin III. Latin II. Ethics and Economy.	Mathematics III. Latin III. Latin II.	Mathematics III. Latin III. Latin II. Ethics and Economy.
1:10 to 2:00.	Drill.	Gymnasium.	Drill.	Gymnasium.	Drill.
2:30 to 4:30.	Chemical Laboratory.	Physical or Chemical Laboratory.	Chemical Laboratory.	Physical or Chemical Laboratory.	Chemical Laboratory.

# ACADEMY SCHEDULE.

TIME.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9 to 9:30	English II.	English II.	English II.	English II.	Spelling.
9:30 to 10	History.	History.	History.	History.	History.
10 to 10:40	Algebra I.	Algebra I.	Algebra I.	Algebra I.	Algebra I.
10:40 to 11:30	Algebra II. Geography.	Algebra II. Geography.	Algebra II. Geography.	Algebra II. Geography.	Algebra II. Geography.
11:30 to 12:20	Arithmetic II. Arithmetic I.	Arithmetic II. Arithmetic I.	Arithmetic II. Arithmetic I.	Arithmetic II. Arithmetic I.	Arithmetic II. Arithmetic I.
12:20 to 1:10	English I. Latin.	English I. Latin.	English I. Latin.	English I. Latin.	Spelling. Latin.





SAMFORD UNIVERSITY LIBRARY



y  
rary

1 1 00152515

AL

*Special Collections*

LD

1903/04-

4881.2

1907/08

.c3

Howard College (Birmingham,  
Ala.)

Catalogue and register of  
Howard College, East Lake,  
Ala.

*ROOM USE ONLY*

